



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 8

Test Date: March 2009
Code: 11661415
SAU: Vassalboro School Department
School: Vassalboro Community School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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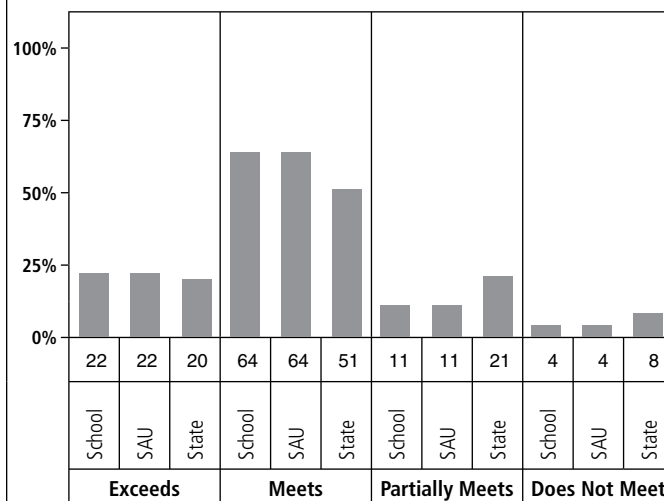
SUMMARY OF SCORES

Test Date: March 2009
Grade: 8
SAU: Vassalboro School Department
School: Vassalboro Community School

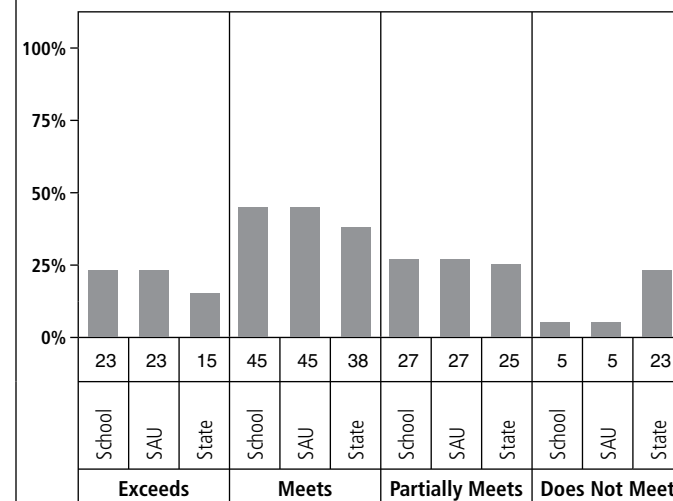
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	851	851	847
2007–2008	856	856	849
2008–2009	854	854	850
Cum. Avg.*	854	854	849
Mathematics			
2006–2007	846	846	842
2007–2008	850	850	841
2008–2009	850	850	843
Cum. Avg.*	849	849	842
Science			
2008–2009 **	846	846	846

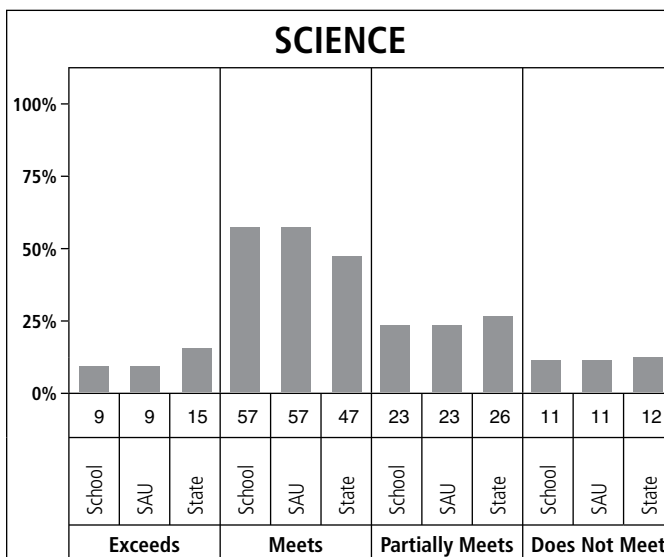
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

** Because science standards were reset in May 2009, no historical data are available

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 8
SAU: Vassalboro School Department
School: Vassalboro Community School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
	n		n		n		n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Total number of students	75	100	76	100	14804	100	75	100	75	99	14659	99	75	100	75	99	14653	99	75	100	75	99	14626	99
Ethnicity African American/Black	0	0	0	0	377	3	0	0	0	0	366	97	0	0	0	0	371	98	0	0	0	0	367	97
American Indian or Native Alaskan	1	1	1	1	119	1	1	100	1	100	117	99	1	100	1	100	115	97	1	100	1	100	116	98
Asian or Pacific Islander	1	1	1	1	238	2	1	100	1	100	232	97	1	100	1	100	234	98	1	100	1	100	234	98
Hispanic	0	0	0	0	192	1	0	0	0	0	188	98	0	0	0	0	191	100	0	0	0	0	190	99
Caucasian/White	73	97	74	97	13878	94	73	100	73	99	13756	99	73	100	73	99	13742	99	73	100	73	99	13719	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	7	9	8	11	2489	17	7	100	7	88	2434	99	7	100	7	88	2424	98	7	100	7	88	2418	98
Current LEP	2	3	2	3	349	2	2	100	2	100	331	95	2	100	2	100	342	98	2	100	2	100	338	97
Economically disadvantaged	20	27	20	26	5460	37	20	100	20	100	5380	99	20	100	20	100	5377	99	20	100	20	100	5359	98
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100	0	0	0	0	6	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Participation without accommodations	67	89	67	88	12132	82	67	89	67	88	12124	82	67	89	67	88	12169	82
Identified disability (PET/IEP)	0	0	0	0	379	3	0	0	0	0	380	3	0	0	0	0	425	3
LEP	1	1	1	1	166	1	1	1	1	1	169	1	1	1	1	1	168	1
504 plan	1	1	1	1	200	2	1	1	1	1	200	2	1	1	1	1	202	2
Participation with accommodations	7	9	7	9	2349	16	7	9	7	9	2347	16	7	9	7	9	2288	15
Identified disability (PET/IEP)	6	86	6	86	1877	80	6	86	6	86	1862	79	6	86	6	86	1824	80
LEP	1	14	1	14	158	7	1	14	1	14	167	7	1	14	1	14	165	7
504 plan	0	0	0	0	70	3	0	0	0	0	70	3	0	0	0	0	66	3
Other	0	0	0	0	292	12	0	0	0	0	297	13	0	0	0	0	280	12
Participation through alternate assessment (PAAP)	1	1	1	1	178	1	1	1	1	1	182	1	1	1	1	1	169	1
Identified disability (PET/IEP)	1	100	1	100	178	100	1	100	1	100	182	100	1	100	1	100	169	100
LEP	0	0	0	0	7	4	0	0	0	0	6	3	0	0	0	0	5	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	38	0
Non-participation – other	0	0	1	1	113	1	0	0	1	1	117	1	0	0	1	1	140	1

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 8
SAU: Vassalboro School Department
School: Vassalboro Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 862–880)	2006-2007	12	24	12	23	2407	16
	2007-2008	20	35	20	35	3428	23
	2008-2009	16	22	16	22	2857	20
	Cum. Total*	48	26	48	26	8692	19
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 842–860)	2006-2007	25	49	25	48	7494	49
	2007-2008	29	51	29	51	7179	48
	2008-2009	47	64	47	64	7431	51
	Cum. Total*	101	55	101	55	22104	49
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 830–840)	2006-2007	11	22	12	23	3628	24
	2007-2008	5	9	5	9	2706	18
	2008-2009	8	11	8	11	2979	21
	Cum. Total*	24	13	25	14	9313	21
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 800–828)	2006-2007	3	6	3	6	1810	12
	2007-2008	3	5	3	5	1611	11
	2008-2009	3	4	3	4	1214	8
	Cum. Total*	9	5	9	5	4635	10

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	38.6	68.9	38.6	68.9	35.5	63.4
A1/A2 Interconnected Elements/Literary Text	20	36	13.6	68.0	13.6	68.0	12.3	61.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	25.0	69.4	25.0	69.4	23.2	64.4

The MEA measures student achievement of the interconnected elements of the reading process based on questions related to literary and informational/persuasive reading passages. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 8
 SAU: Vassalboro School Department
 School: Vassalboro Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	74	16	22	47	64	8	11	3	4	854	74	22	64	11	4	854	14481	20	51	21	8	850
Ethnicity																						
African American/Black	0										0						362	8	43	29	20	843
American Indian or Native Alaskan	1										1						116	10	46	26	18	843
Asian or Pacific Islander	1										1						231	28	43	19	10	851
Hispanic	0										0						186	17	48	23	12	847
Caucasian/White	72	16	22	46	64	8	11	2	3	854	72	22	64	11	3	854	13586	20	52	20	8	850
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	1	17	3	50	2	33	834	6	0	17	50	33	834	2256	2	25	40	34	834
No	68	16	24	46	68	5	7	1	1	856	68	24	68	7	1	856	12225	23	56	17	4	853
Current LEP																						
Yes	2										2						324	5	34	36	26	838
No	72	16	22	46	64	8	11	2	3	854	72	22	64	11	3	854	14157	20	52	20	8	850
Economically disadvantaged																						
Yes	20	6	30	8	40	3	15	3	15	851	20	30	40	15	15	851	5277	10	46	29	15	844
No	54	10	19	39	72	5	9	0	0	855	54	19	72	9	0	855	9204	26	54	16	5	853
Migrant																						
Yes	0										0						5	0	40	60	0	841
No	74	16	22	47	64	8	11	3	4	854	74	22	64	11	4	854	14476	20	51	21	8	850
Gender																						
Female	37	10	27	22	59	4	11	1	3	854	37	27	59	11	3	854	7074	25	51	18	6	852
Male	37	6	16	25	68	4	11	2	5	853	37	16	68	11	5	853	7407	14	51	23	11	847
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						857	9	43	35	14	843
No	74	16	22	47	64	8	11	3	4	854	74	22	64	11	4	854	13624	20	52	20	8	850
Gifted/talented program																						
Yes	10	7	70	3	30	0	0	0	0	866	10	70	30	0	0	866	700	69	30	1	0	867
No	64	9	14	44	69	8	13	3	5	852	64	14	69	13	5	852	13781	17	52	22	9	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 8
SAU: Vassalboro School Department
School: Vassalboro Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	14	1	10	9	90	0	0	0	0	854	14	10	90	0	0	854	8	8	39	29	24	841
B. less than one hour	66	9	18	30	61	8	16	2	4	853	66	18	61	16	4	853	51	17	53	22	8	849
C. one to two hours	20	6	40	8	53	0	0	1	7	857	20	40	53	0	7	857	36	24	52	18	5	852
D. more than two hours	0										0						5	29	45	18	9	852
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	18	5	38	8	62	0	0	0	0	860	18	38	62	0	0	860	31	35	50	11	4	856
B. good	45	8	24	20	61	4	12	1	3	855	45	24	61	12	3	855	47	16	55	21	7	849
C. fair	34	3	12	17	68	4	16	1	4	851	34	12	68	16	4	851	18	5	47	33	15	842
D. poor	4	0	0	2	67	0	0	1	33	841	4	0	67	0	33	841	3	2	39	37	22	839
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	47	10	29	24	69	0	0	1	3	857	47	29	69	0	3	857	32	27	54	14	5	853
B. They match some of what I have learned.	41	3	10	20	67	6	20	1	3	851	41	10	67	20	3	851	52	18	53	22	8	850
C. They match just a little of what I have learned.	7	1	20	2	40	1	20	1	20	848	7	20	40	20	20	848	12	11	45	29	15	844
D. There is no match.	5	2	50	1	25	1	25	0	0	851	5	50	25	25	0	851	4	6	34	33	26	838
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	28	3	14	13	62	3	14	2	10	850	28	14	62	14	10	850	15	13	42	28	17	844
B. about the same as my regular schoolwork	59	8	18	31	70	4	9	1	2	854	59	18	70	9	2	854	64	19	53	20	7	850
C. easier than my regular schoolwork	12	5	56	3	33	1	11	0	0	862	12	56	33	11	0	862	22	25	52	16	6	852
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	9	0	0	2	29	3	43	2	29	837	9	0	29	43	29	837	8	6	34	34	26	838
B. Most of the passages were about the same as what I normally read.	61	7	16	34	76	3	7	1	2	855	61	16	76	7	2	855	52	14	54	24	8	848
C. Most of the passages were easier than what I normally read.	30	9	41	11	50	2	9	0	0	858	30	41	50	9	0	858	40	30	53	13	4	855
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	50	8	22	24	65	4	11	1	3	854	50	22	65	11	3	854	39	19	50	22	9	849
B. I tried about the same as I do on my regular schoolwork.	42	7	23	20	65	4	13	0	0	855	42	23	65	13	0	855	54	21	53	19	7	851
C. I did not try as hard on this test as I do on my regular schoolwork.	8	1	17	3	50	0	0	2	33	847	8	17	50	0	33	847	7	12	46	27	15	845
How much time do you spend reading at home each day?																						
A. more than one hour	8	5	83	1	17	0	0	0	0	863	8	83	17	0	0	863	19	26	53	15	6	853
B. 20 minutes to an hour	22	3	19	11	69	2	13	0	0	854	22	19	69	13	0	854	40	25	52	17	6	852
C. less than 20 minutes	9	3	43	3	43	0	0	1	14	859	9	43	43	0	14	859	15	18	51	21	10	849
D. I rarely read at home.	61	5	11	32	71	6	13	2	4	852	61	11	71	13	4	852	26	7	50	30	13	844
How do you feel about the following statement?																						
"My knowledge of reading will be useful to me as an adult."																						
A. strongly agree	45	8	24	22	67	1	3	2	6	856	45	24	67	3	6	856	42	27	51	15	6	853
B. agree	49	6	17	22	61	7	19	1	3	851	49	17	61	19	3	851	50	15	53	23	9	848
C. disagree	5	1	25	3	75	0	0	0	0	859	5	25	75	0	0	859	7	8	46	32	14	843
D. strongly disagree	1	1	100	0	0	0	0	0	0	864	1	100	0	0	0	864	2	6	39	35	21	840
Optional school/SAU question																						
A.	33	1	100	0	0	0	0	0	0	864	33	100	0	0	0	864						
B.	33	0	0	1	100	0	0	0	0	842	33	0	100	0	0	842						
C.	0										0											
D.	33	1	100	0	0	0	0	0	0	880	33	100	0	0	0	880						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 8
SAU: Vassalboro School Department
School: Vassalboro Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 862–880)	2006-2007	11	22	11	22	1952	13
	2007-2008	18	32	18	32	1657	11
	2008-2009	17	23	17	23	2116	15
	Cum. Total*	46	25	46	25	5725	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 842–860)	2006-2007	20	40	21	41	5870	38
	2007-2008	19	33	19	33	5956	40
	2008-2009	33	45	33	45	5443	38
	Cum. Total*	72	40	73	40	17269	39
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 830–840)	2006-2007	9	18	9	18	3982	26
	2007-2008	14	25	14	25	3729	25
	2008-2009	20	27	20	27	3556	25
	Cum. Total*	43	24	43	24	11267	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 800–828)	2006-2007	10	20	10	20	3534	23
	2007-2008	6	11	6	11	3579	24
	2008-2009	4	5	4	5	3356	23
	Cum. Total*	20	11	20	11	10469	23

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	33.4	59.6	33.4	59.6	28.6	51.1
A. Number	8	14	5.1	63.8	5.1	63.8	3.7	46.3
B. Data	16	29	10.3	64.4	10.3	64.4	8.9	55.6
C. Geometry	12	21	5.8	48.3	5.8	48.3	5.0	41.7
D. Algebra	20	36	12.2	61.0	12.2	61.0	10.9	54.5

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 8
 SAU: Vassalboro School Department
 School: Vassalboro Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	74	17	23	33	45	20	27	4	5	850	74	23	45	27	5	850	14471	15	38	25	23	843
Ethnicity																						
African American/Black	0										0						367	6	24	26	44	831
American Indian or Native Alaskan	1										1						114	5	31	32	32	836
Asian or Pacific Islander	1										1						233	27	33	20	21	847
Hispanic	0										0						190	8	31	26	34	836
Caucasian/White	72	17	24	32	44	19	26	4	6	851	72	24	44	26	6	851	13567	15	38	25	22	843
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	0	0	3	50	3	50	826	6	0	0	50	50	826	2242	2	12	22	63	824
No	68	17	25	33	49	17	25	1	1	853	68	25	49	25	1	853	12229	17	42	25	16	846
Current LEP																						
Yes	2										2						336	6	18	26	51	829
No	72	17	24	32	44	19	26	4	6	851	72	24	44	26	6	851	14135	15	38	25	23	843
Economically disadvantaged																						
Yes	20	5	25	8	40	6	30	1	5	850	20	25	40	30	5	850	5270	6	30	28	36	835
No	54	12	22	25	46	14	26	3	6	850	54	22	46	26	6	850	9201	20	42	22	16	847
Migrant																						
Yes	0										0						5	0	0	40	60	828
No	74	17	23	33	45	20	27	4	5	850	74	23	45	27	5	850	14466	15	38	25	23	843
Gender																						
Female	37	6	16	17	46	13	35	1	3	848	37	16	46	35	3	848	7070	15	39	25	22	843
Male	37	11	30	16	43	7	19	3	8	852	37	30	43	19	8	852	7401	14	36	25	25	842
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						857	5	25	33	37	835
No	74	17	23	33	45	20	27	4	5	850	74	23	45	27	5	850	13614	15	38	24	22	843
Gifted/talented program																						
Yes	10	7	70	2	20	1	10	0	0	867	10	70	20	10	0	867	700	68	27	3	1	866
No	64	10	16	31	48	19	30	4	6	848	64	16	48	30	6	848	13771	12	38	26	24	841

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 8
 SAU: Vassalboro School Department
 School: Vassalboro Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	14	2	20	4	40	4	40	0	0	850	14	20	40	40	0	850	8	8	24	24	44	833
B. less than one hour	66	10	20	23	47	13	27	3	6	849	66	20	47	27	6	849	51	12	38	26	23	842
C. one to two hours	20	5	33	6	40	3	20	1	7	854	20	33	40	20	7	854	36	19	40	23	19	845
D. more than two hours	0										0						5	19	36	22	23	844
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	36	12	44	12	44	3	11	0	0	859	36	44	44	11	0	859	28	33	41	15	11	852
B. good	42	3	10	15	48	12	39	1	3	846	42	10	48	39	3	846	45	11	43	25	21	842
C. fair	19	2	14	6	43	4	29	2	14	845	19	14	43	29	14	845	21	3	27	35	35	834
D. poor	3	0	0	0	0	1	50	1	50	828	3	0	0	50	50	828	5	2	14	30	54	828
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	57	11	26	20	48	10	24	1	2	852	57	26	48	24	2	852	28	23	41	21	15	848
B. They match some of what I have learned.	38	6	21	10	36	9	32	3	11	848	38	21	36	32	11	848	52	13	40	25	21	843
C. They match just a little of what I have learned.	5	0	0	3	75	1	25	0	0	848	5	0	75	25	0	848	16	8	28	30	34	836
D. There is no match.	0										0						4	5	15	22	58	826
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	34	5	20	10	40	7	28	3	12	847	34	20	40	28	12	847	32	6	34	29	32	837
B. about the same as my regular schoolwork	48	8	23	15	43	11	31	1	3	850	48	23	43	31	3	850	52	13	41	25	20	843
C. easier than my regular schoolwork	18	4	31	8	62	1	8	0	0	858	18	31	62	8	0	858	16	39	35	13	13	853
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	47	7	20	18	51	9	26	1	3	851	47	20	51	26	3	851	42	12	38	26	25	841
B. I tried about the same as I do on my regular schoolwork.	49	8	22	15	42	10	28	3	8	849	49	22	42	28	8	849	52	17	39	23	20	845
C. I did not try as hard on this test as I do on my regular schoolwork.	4	2	67	0	0	1	33	0	0	858	4	67	0	33	0	858	7	12	27	27	35	837
How often do you use calculators in mathematics class?																						
A. almost every day	42	7	23	17	55	7	23	0	0	854	42	23	55	23	0	854	34	18	40	22	20	845
B. two or three days a week	36	7	26	12	44	7	26	1	4	851	36	26	44	26	4	851	35	14	38	26	21	843
C. two or three times each month	18	3	23	3	23	6	46	1	8	845	18	23	23	46	8	845	18	12	37	27	24	841
D. never or almost never	4	0	0	1	33	0	0	2	67	829	4	0	33	0	67	829	13	9	32	25	34	837
How often do you use laptops in mathematics class?																						
A. almost every day	3	0	0	1	50	0	0	1	50	835	3	0	50	0	50	835	9	13	38	23	26	841
B. two or three days a week	14	1	10	5	50	3	30	1	10	845	14	10	50	30	10	845	17	11	37	26	26	841
C. two or three times each month	36	6	22	14	52	7	26	0	0	853	36	22	52	26	0	853	28	15	40	25	20	844
D. never or almost never	47	10	29	13	37	10	29	2	6	850	47	29	37	29	6	850	46	16	36	24	23	843
How do you feel about the following statement? "My knowledge of mathematics will be useful to me as an adult."																						
A. strongly agree	62	13	28	23	50	10	22	0	0	854	62	28	50	22	0	854	52	19	41	22	18	846
B. agree	32	4	17	8	33	8	33	4	17	844	32	17	33	33	17	844	39	11	35	27	27	840
C. disagree	3	0	0	0	0	2	100	0	0	834	3	0	0	100	0	834	6	7	28	26	39	835
D. strongly disagree	3	0	0	2	100	0	0	0	0	852	3	0	100	0	0	852	3	4	25	28	43	832
Optional school/SAU question																						
A.	33	0	0	1	100	0	0	0	0	852	33	0	100	0	0	852						
B.	33	0	0	0	0	1	100	0	0	836	33	0	0	100	0	836						
C.	0										0											
D.	33	1	100	0	0	0	0	0	0	880	33	100	0	0	0	880						

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 N = Number

SCIENCE RESULTS

Test Date: March 2009
Grade: 8
SAU: Vassalboro School Department
School: Vassalboro Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 862–880)	2008-2009*	7	9	7	9	2155	15
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 842–860)	2008-2009*	42	57	42	57	6687	47
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 828–840)	2008-2009*	17	23	17	23	3672	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 800–826)	2008-2009*	8	11	8	11	1749	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	56	100	32.3	57.7	32.3	57.7	32.0	57.1
D. The Physical Setting	31	55	16.4	52.9	16.4	52.9	17.1	55.2
D1/D2 Earth/Space	17	30	9.4	55.3	9.4	55.3	9.4	55.3
D3/D4 Matter and Energy/Force and Motion	14	25	7.0	50.0	7.0	50.0	7.7	55.0
E. The Living Environment	25	45	15.9	63.6	15.9	63.6	14.9	59.6

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 8
 SAU: Vassalboro School Department
 School: Vassalboro Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	74	7	9	42	57	17	23	8	11	846	74	9	57	23	11	846	14263	15	47	26	12	846
Ethnicity																						
African American/Black	0										0						360	4	31	35	30	835
American Indian or Native Alaskan	1										1						114	8	39	31	22	839
Asian or Pacific Islander	1										1						230	20	44	23	13	848
Hispanic	0										0						184	9	45	29	16	842
Caucasian/White	72	7	10	42	58	16	22	7	10	847	72	10	58	22	10	847	13375	15	47	25	12	846
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	1	17	3	50	2	33	830	6	0	17	50	33	830	2221	3	22	36	38	832
No	68	7	10	41	60	14	21	6	9	848	68	10	60	21	9	848	12042	17	51	24	7	848
Current LEP																						
Yes	2										2						331	4	20	39	37	832
No	72	7	10	41	57	17	24	7	10	847	72	10	57	24	10	847	13932	15	48	25	12	846
Economically disadvantaged																						
Yes	20	2	10	10	50	5	25	3	15	845	20	10	50	25	15	845	5184	6	40	33	21	840
No	54	5	9	32	59	12	22	5	9	847	54	9	59	22	9	847	9079	20	51	21	8	849
Migrant																						
Yes	0										0						5	0	0	80	20	829
No	74	7	9	42	57	17	23	8	11	846	74	9	57	23	11	846	14258	15	47	26	12	846
Gender																						
Female	37	1	3	20	54	10	27	6	16	843	37	3	54	27	16	843	6953	14	47	28	11	846
Male	37	6	16	22	59	7	19	2	5	849	37	16	59	19	5	849	7310	16	46	24	13	846
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						828	5	35	40	20	839
No	74	7	9	42	57	17	23	8	11	846	74	9	57	23	11	846	13435	16	48	25	12	846
Gifted/talented program																						
Yes	10	5	50	5	50	0	0	0	0	863	10	50	50	0	0	863	699	65	34	2	0	865
No	64	2	3	37	58	17	27	8	13	844	64	3	58	27	13	844	13564	13	48	27	13	845

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SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 8
SAU: Vassalboro School Department
School: Vassalboro Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	14	0	0	7	70	1	10	2	20	843	14	0	70	10	20	843	8	8	34	28	30	837
B. less than one hour	66	5	10	26	53	13	27	5	10	846	66	10	53	27	10	846	51	14	48	27	11	846
C. one to two hours	20	2	13	9	60	3	20	1	7	850	20	13	60	20	7	850	36	19	48	24	9	848
D. more than two hours	0										0						5	17	49	20	14	847
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	12	3	33	5	56	0	0	1	11	856	12	33	56	0	11	856	23	27	47	17	8	851
B. good	48	3	9	23	66	6	17	3	9	848	48	9	66	17	9	848	53	15	50	26	10	847
C. fair	34	0	0	12	48	10	40	3	12	840	34	0	48	40	12	840	20	4	43	35	18	840
D. poor	5	1	25	1	25	1	25	1	25	845	5	25	25	25	25	845	4	4	27	34	35	834
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	23	5	29	9	53	2	12	1	6	854	23	29	53	12	6	854	26	20	49	23	9	849
B. They match some of what I have learned.	36	2	7	15	56	7	26	3	11	845	36	7	56	26	11	845	51	14	48	26	11	846
C. They match just a little of what I have learned.	24	0	0	12	67	4	22	2	11	844	24	0	67	22	11	844	18	13	44	28	15	844
D. There is no match.	16	0	0	6	50	4	33	2	17	842	16	0	50	33	17	842	4	5	33	30	32	836
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	58	2	5	23	55	11	26	6	14	844	58	5	55	26	14	844	32	13	45	28	14	844
B. about the same as my regular schoolwork	37	2	7	18	67	5	19	2	7	848	37	7	67	19	7	848	56	15	49	25	11	847
C. easier than my regular schoolwork	5	3	75	1	25	0	0	0	0	863	5	75	25	0	0	863	11	21	43	22	13	847
How hard did you try on the science part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	55	3	7	24	59	8	20	6	15	845	55	7	59	20	15	845	39	14	47	27	12	845
B. I tried about the same as I do on my regular schoolwork.	41	3	10	17	57	8	27	2	7	847	41	10	57	27	7	847	55	17	48	25	10	847
C. I did not try as hard on this test as I do on my regular schoolwork.	4	1	33	1	33	1	33	0	0	855	4	33	33	33	0	855	6	8	36	29	26	839
Which courses do you plan to take before you graduate from high school?																						
A. earth and space science and/or biology	18	0	0	8	62	3	23	2	15	842	18	0	62	23	15	842	26	9	48	29	14	844
B. the course(s) described in A, plus chemistry	22	4	25	7	44	5	31	0	0	850	22	25	44	31	0	850	23	17	49	22	12	847
C. the course(s) described in B, plus physics	17	1	8	11	92	0	0	0	0	856	17	8	92	0	0	856	21	31	44	17	7	852
D. a life science and physical science class	43	2	6	15	48	9	29	5	16	843	43	6	48	29	16	843	30	7	46	32	14	842
How well does the following statement reflect your future goals? "I am interested in a career related to science, technology, engineering, or mathematics."																						
A. strongly agree	28	4	19	12	57	4	19	1	5	851	28	19	57	19	5	851	27	23	47	20	10	849
B. agree	39	0	0	18	62	7	24	4	14	843	39	0	62	24	14	843	37	14	47	27	12	846
C. disagree	24	2	11	10	56	4	22	2	11	846	24	11	56	22	11	846	25	11	48	29	12	845
D. strongly disagree	8	1	17	2	33	2	33	1	17	845	8	17	33	33	17	845	11	9	44	31	17	842
How do you feel about the following statement? "My knowledge of science will be useful to me as an adult."																						
A. strongly agree	28	1	5	13	62	5	24	2	10	847	28	5	62	24	10	847	31	22	46	22	10	849
B. agree	53	5	13	20	51	10	26	4	10	846	53	13	51	26	10	846	50	14	49	26	11	846
C. disagree	16	1	8	8	67	1	8	2	17	848	16	8	67	8	17	848	14	9	45	31	15	843
D. strongly disagree	3	0	0	1	50	1	50	0	0	841	3	0	50	50	0	841	5	3	38	34	25	837
Optional school/SAU question																						
A.	33	0	0	1	100	0	0	0	0	850	33	0	100	0	0	850						
B.	33	0	0	0	0	1	100	0	0	838	33	0	0	100	0	838						
C.	0										0											
D.	33	1	100	0	0	0	0	0	0	864	33	100	0	0	0	864						

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N = Number